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ABSTRACT

This report contains an evaluation of the Accelerated Education Program at Voorhees College. This college is a small (1016 students), predominantly black (98%) college located in rural South Carolina. The general objectives of this program were to provide a complete, enriched college education to deprived students who would not otherwise go to college, to emphasize recruitment of students from the seven rural counties surrounding Voorhees, and to provide educational experiences for the community. The evaluation is based on the following materials: grant documents, quarterly and final reports, a three day field visit to Voorhees College, and a questionnaire survey sent to forty-nine Voorhees students who were enrolled in the Accelerated Educational Program. Among the findings of the evaluation are the following: 1) the number of students at Voorhees increased 43% since the project began in 1973, 2) the college is providing a liberal education to some students who do not meet the entrance requirements for state colleges, 3) the college has developed a model career education program with a very successful career placement office, and 4) 60% of the students from the seven rural counties surrounding Voorhees have maintained or improved their grade point average from the first semester they entered the program to their most recent semester at the college. Among the shortcomings of the program are the drop-out rate which has increased considerably in the three years of the program, although about 50% of those who drop out at one time re-enroll later and the low level of community involvement in the college. (Author/AM)

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FINAL
Accelerated Educational Program, Voorhees College: A DEAP Evaluation

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Summary of Evaluation of Voorhees College Accelerated Educational Program

0.1 Voorhees College, located in rural South Carolina, is a small (1016 students), predominantly black (98%) college. Community Services Administration has provided partial funding for a remedial education program, the Accelerated Educational Project (or AEP), at Voorhees from July 1973 through June 1976. CSA grant funds to the AEP total $801,473 for the three year period. These funds paid about 28% of the cost of the program; the majority of expenditures from CSA funds went to staff costs. (2.0)

0.2 The general objectives of the program were

0.2.1 --to provide a complete, enriched college education to educationally and economically deprived students who would not otherwise go to college,

0.2.2 --to emphasize recruitment of students from the seven rural counties surrounding Voorhees, and

0.2.3 --to provide educational experiences for the community as well. (1.3)

0.3 CSA requested DEAP to evaluate the Accelerated Educational Program; this report is that evaluation. The evaluation is based on the following materials: grant documents; quarterly and final reports to CSA from Voorhees; other materials provided by Voorhees including reports of expenditures by program area for the three years of the grant, descriptions of educational and cultural events at the college, student newspapers, alumni publications, the college catalog, listings of course offerings, and lists of semester grade point averages for students from the seven county area; responses to a questionnaire prepared by DEAP and sent to a selected sample of students from the seven county area, and a site visit.

0.4 Following is a summary of DEAP's evaluation:

0.5 Successes -

0.5.1 The number of students at Voorhees increased 43% through the life of the AEP: 251 students from the seven counties were enrolled at Voorhees in 1975-76. 95% of the students at Voorhees are from South Carolina, 98% meet low-income criteria. (4.1)

0.5.2 Voorhees is providing a liberal education to some students who do not meet the entrance requirements for state colleges. (4.6)

0.5.3 Voorhees is developing a remedial "enriched approach to education which encompasses a wide range of educational services. The AEP's enrichment efforts are integrated into all program areas of the college except the business division; in addition to the academic areas of humanities, social science, mathematics, natural science, education and general studies, special effort has been made to enrich the counseling and tutoring services for Voorhees students and for junior high and high school students from the community and to provide speakers and cultural events for students and the community (4.0).

0.5.4 Voorhees is encouraging its faculty to explore innovative teaching techniques and is providing a coordinated interdisciplinary approach to upward mobility education.

0.5.5 Voorhees has developed a model career education program; especially successful and well-organized is the career placement office (4.8.7).

0.5.6 Out-migration has not been a result of the AEP. Voorhees graduates from the seven county area have tended to stay in the area. The fact that many are teaching there indicates that one of the objectives, that of significantly raising the level of aspiration for elementary and secondary level students is in the process of being achieved (4.7).

0.5.7 60% of the seven county students have maintained or improved their grade point average from the first semester they entered the program to their most recent semester at Voorhees (4.3).

0.6 Shortcomings -

0.6.1 The drop-out rate has increased significantly in the three years of the program; however, for students from the seven county area, about 50% of those who drop out at one time or another from the program eventually re-enroll and continue their education. (4.2).

0.6.2 Some of the AEP objectives are too long-range and general to be evaluated; these include "productive and useful lives" for graduates of the college, (3.2.2), and transformation of the "declining and depressed rural area into a growing and economically viable area." (3.2.3).

0.6.3 Despite some efforts to involve the community in the program, there is a low level of community involvement in the college (4.8.1).

0.6.4 Voorhees failed to complete a survey of the low-income population and of secondary and post-secondary education programs in the area (4.8.1).

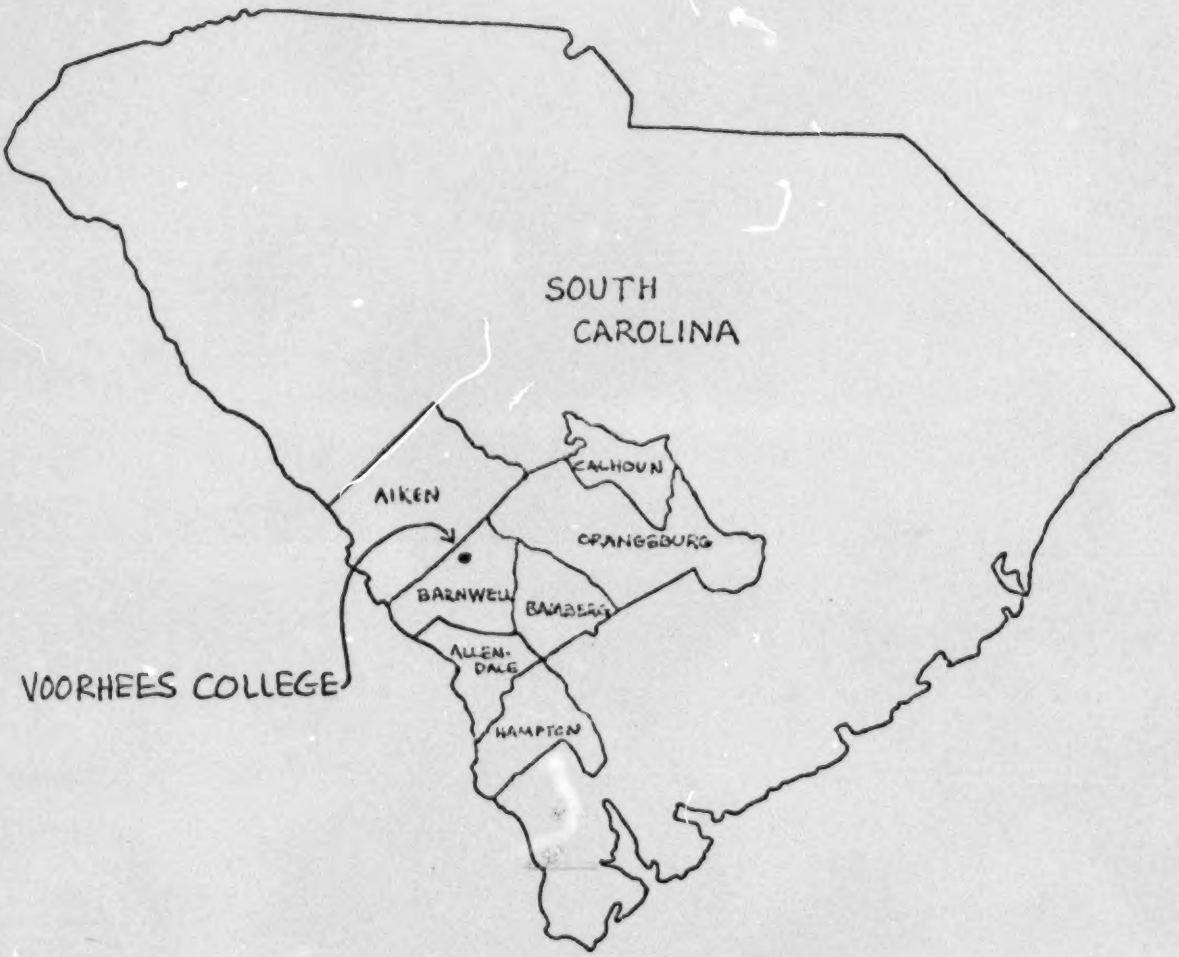
0.6.5 Voorhees failed to develop a 'model' drug education program for low-income students (4.8.8).

0.6.6 Voorhees has so far failed to document the 'model' of the "upward mobility educational opportunity program." A detailed description of the design, operation, problems and measured effectiveness of the AEP would be necessary for the AEP to be considered a model (4.8.1).

0.6.7 40% of the seven county students have lost ground in their semester grade points since enrollment at Voorhees (4.3).

0.7 Conclusion. Despite its shortcomings, Voorhees College's Accelerated Educational Program is a good, thorough program for educational enrichment at the college level. It meets a need for educational services in rural South Carolina which would not otherwise be met.

MAP of SEVEN-COUNTY AREA in SOUTH CAROLINA
SERVED BY VOORHEES COLLEGE
ACCELERATED EDUCATION PROGRAM



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Analysis of Voorhees College Accelerated Educational Project

1.0 Background

1.1 Voorhees College is a small (1016 students) college located in Denmark, South Carolina, sixty miles south of Columbia in the center of a depressed rural area. Over ninety percent of Voorhees' predominantly Black students come from South Carolina.

1.2 OEO/CSA has provided $801,473 to Voorhees College for a period from July 1, 1973 to June 30, 1976 (a history of grant actions can be found in 2.1). The project was first called the Accelerated Educational Project, and finally the CSA project. In this report it is referred to as the Accelerated Educational Project or AEP.

1.3 The two more important objectives of the AEP were: 1/

1.3.1 to assist a group of low-income college age young people who would otherwise not be able or motivated to pursue higher education to achieve the training that will lead to productive and useful lives, and

1.3.2 to develop, and serve as the feeder for existing, special programs at Voorhees and the community, with specialized emphasis on educationally deprived students and citizens.

1.4 For the first two years of the AEP, Voorhees College directed particular effort to students who were threatened with suspension and academic probation. This was primarily a salvage operation for about forty students. Also defined as a target group for the AEP were students from the seven depressed rural counties surrounding Voorhees College. In 1975-76, this group numbered 251. Thus, two possibly overlapping groups of students were served by the AEP. However during the 1975-76 program year, Voorhees has attempted to provide remediation to all students who need help. By the time of DEAP's examination of the AEP, the project was completely integrated into the college program. Since 98% of the students at Voorhees meet low-income guidelines, making the AEP services available to all students is logical. However, it means that there is no suitable control group with which to compare the success of students served by the Voorhees AEP.

1/ *Eight other objectives of the AEP are presented in 3.0.*

1.5 Complicating the situation, no systematic monitoring apparatus for students who would be affected by the program was set up. This does not mean that records were not kept; however, they are piecemeal, distributed over each of the program areas. Furthermore, AEP administrators have interpreted the Buckley Family Educational Rights and Privacy Act as requiring permission from the student in order to examine most of the pertinent indicators, (grade point, psychological tests, achievement scores). In DEAP's analysis of the Act as amended, such permission is not necessary.

1.6 DEAP was asked by CSA in November 1975 to examine Voorhees' AEP to see if an evaluation was feasible. DEAP determined that:

1.6.1 (a) given the lack of a clearly identified "treatment group," and (b) a resulting lack of quantifiable measures of educational change for such a group, (c) only a limited evaluation of the AEP could be made. This report is that limited evaluation.2/

1.7 The following are the sources of information DEAP used to make this report:

1.7.1 Grant proposals, Quarterly Reports, and Final Reports for the Grantee

1.7.2 Additional material (lists of students, college catalog, course listings, college newpapers, programs of special events, and specific statistical information) provided by Voorhees at DEAP's request .

1.7.3 A three day field visit to Voorhees College in June 1976 by two DEAP staff members. Activities included inspection of AEP facilities and interviews with seventeen Voorhees staff. Appendix I gives a list of Voorhees faculty and staff who were interviewed and a short description of the facilities at Voorhees.

1.7.4 A questionnaire survey sent to forty-nine Voorhees students who were identified as having been served by the AEP. Responses were received from twenty students describing their experience and satisfaction with the accelerated educational services provided by the AEP. A summary of the questionnaire study design, sample selection, and responses are found in Appendix II.

1/ *Considerable reliance was made on the past experience of DEAP staff in evaluating educational projects. As a result, there is an implicit comparison in this report with a wide range of remedial, college-level programs.*

Table I

Summary of Expenditures by Program Area

Accelerated Educational Project

1973-74 through 1975-76

	Total Expenditures from CSA Funds	% of CSA Expenditures for Program Area	% of Expenditures from all sources for Program Area
Humanities	$115,879	15.7%	21.7%
Social Science	54,909	7.4	16.1
Natural Science and Mathematics	99,964	13.5	18.2
Education and General Studies	58,728	7.9	16.0
Library	72,493	9.8	24.0
Counseling and Placement	47,795	6.5	51.7
Health Services	24,053	3.3	25.1
Financial Aid	25,772	3.5	35.3
Student Activities	10,521	1.4	100.0
Director 1/	69,719	9.4	90.8
Indirect Costs	112,761	15.2	100.0
"Applied Toward Deficit"	47,138	6.4	100.0
Total	$739,732	100.0%	28.4%

Source: "CSA Expenditure" reports for 1973-74, 1974-75, 1975-76 from Voorhees College

1/ *1973-74 CSA funds paid $12,161 for an academic dean, $10,673 for an assistant dean of students, and $1,049 for "OEO demonstration CSA"; total $23,883.*

1974-75 CSA funds paid $19,060 (supplemented by $7,084 "unrestricted funds") for "OEO demonstration CSA".

1975-76 CSA funds paid $26,776 for a CSA director.

2.0 Financial History

2.1 Funding Period	Program Account	OEO Approved Budget 3/
7/1/73 to 6/30/75	Demonstration	$359,848
7/1/74 to 6/30/75	Special Assistance	49,999
7/1/75 to 6/30/76	Special Assistance	391,626
		$801,473

2.2 Voorhees College's AEP receives financial assistance, federal and non-federal, in addition to the funds it has received from CSA. Table I shows that CSA has contributed 28.4% of the cost of the AEP over the three program years. 4/

2.3 BEOG, Work-Study programs, and tuition assistance grants from the state of South Carolina plus other funding sources (G.I. Bill etc.) pay the expenses of the 98% of Voorhees students who meet low-income guidelines. Tuition and fees for a year are $2470 per student; with room and board students pay a total of $4,085 to $4,605 per year. Therefore, Voorhees College receives considerable indirect financial assistance--about $2.5 million in tuition payments--from its students each year.

3.0 Analysis

3.1 From the 1973-75 and 1975-76 Voorhees College AEP proposals, the following information was drawn:

3.1.1 ten objectives (see 3.2 below);

3.1.2 82 activities in support of these objectives (Table II and Appendix III);

3.1.3 A relevance matrix was constructed from the activities and the goals to determine the importance of each of the AEP goals according to the number of activities related to it. (A description of this process can be found in Appendix IV).

3.2 The following list of the ten goals ranks the AEP goals in order of importance:

3.2.1 "develop, and serve as the feeder for existing, special programs at Voorhees and the community, with specialized emphasis on educationally deprived students and citizens." 5/

3/ *Voorhees College originally requested $175,798 for a program year from May 15, 1973 to May 14, 1974.*

4/ *Other major portions of AEP support are from HEW under Title III, other federal, and nonfederal sources.*

3.2.2 "to assist a group of low-income college age young people who would otherwise not be able or motivated to pursue higher education to achieve the training that will lead to productive and useful lives." 6/

3.2.3 "to provide college training to young people who will in the long run transform a declining and depressed rural area into a growing and economically viable area." 6/

3.2.4 "expand the post-secondary educational opportunities for low-income youths living in the target area." 5/

3.2.5 "develop a model(s) to be used for establishment of other upward mobility educational opportunity programs after evaluation and modification." 5/

3.2.6 "development of a 'model' career education program for low-income students based on their capabilities and interests." 5/

3.2.7 "identify and encourage development of students with outstanding academic potential." 5/

3.2.8 "develop a self-sustaining cooperative relationship among the secondary schools and Voorhees College in the target area to supplement our present program." 5/

3.2.9 "to significantly raise the level of aspirations of elementary and secondary (level)children from low-income backgrounds." 6/

3.2.10 "develop a 'model' drug education program for low-income students." 5/

3.3 In accordance with CSA Instruction 7850-1a, "Standards for evaluating the effectiveness of CSA-administered programs and projects," the objectives of the Voorhees College Accelerated Learning project were compared to the general standards applicable to all grant authorities under Title II. This instruction states that "Title II programs and projects must address general standards of effectiveness plus specific standards." 7/ Voorhees was funded under Demonstration and Special Assistance sections of Title II of the Economic Opportunity Act of 1964, as amended. CSA instruction 7850-1a does not include specific standards for special assistance grants. (section 234) Therefore the

5/ *Accelerated Educational Project grant proposal 1975-76.*

6/ *Accelerated Educational Project grant proposal 1973-74.*

7/ *CSA Instruction 7850-1a.*

Voorhees AEP objectives were tested for conformance with "one or more of the general standards applicable to all Title II programs." 7/

3.4 Using a relevance matrix of the six general standards for effectiveness from the CSA Instruction and the ten Voorhees' AEP objectives 3.4.1, DEAP found that eight of the ten objectives were relevant to Standard #5.

> Greater use of new types of services and innovative approaches in attacking causes of poverty, so as to develop increasingly effective methods of employing available resources.

3.4.2 Voorhees' objectives seven and eight were found to be relevant to Standards #1,2, and 3:

(1) Strengthen community capabilities for planning and coordinating so as to insure that available assistance related to the elimination of poverty can be more responsive to loc local needs and conditions.

(2) Better organization of services related to the needs of the poor.

(3) Maximum feasible participation of the poor in the development and implementation of all programs and projects designed to serve the poor.

3.4.3 DEAP's conclusion is that the Voorhees objectives and supposed supporting activities for these objectives were in accordance with CSA standards.

3.5 Several general questions about the overall effectiveness of the AEP were drawn from the ten goals:

3.5.1 Had enrollment at Voorhees College changed from 1972-1973 to 1975-1976?

3.5.2 Had the number of graduates changed from 1972-73 to 1975-76?

3.5.3 Had the drop-out rate changed from 1972-73 to 1975-76?

3.5.4 Had academic performance changed from 1972-73 to 1975-76?

7/ *CSA Instruction 7850-1a*

3.5.5 Were students from the seven-county area being served by the AEP?

3.5.6 Did Voorhees College's AEP fill a specific need in the seven-county area?

3.5.7 Was the AEP affecting rural out-migration?

3.6 Finally, activities were classified according to thirteen program areas which received CSA funds:

3.6.1 Director
3.6.2 Humanities
3.6.3 Social Science
3.6.4 Mathematics and Natural Sciences
3.6.5 Student Activities
3.6.6 Health Services
3.6.7 Counseling and Placement
3.6.8 Library
3.6.9 Financial Aid
3.6.10 Education and General Studies
3.6.11 Tutoring Program
3.6.12 Indirect Costs
3.6.13 "Applied toward Deficit"

Each of the 82 activities thus classified was examined to determine:

a. A judgement of the extent to which the activity was performed (not at all - some - completely); and

b. A description of how effectively CSA funds had been spent in each program area.

3.7 Table II lists the activities by program area, noting those AEP goals which each activity relates, and DEAP's assessment of the extent to which the activity was implemented. Appendix III gives the sources from which data was drawn for the assessment of each activity's implementation.

4.0 Analysis:

4.1 The number of students at Voorhees has increased 43% since 1972-73 (the year before CSA began contributing to the AEP) and 171% since 1970. The average annual number of graduates for the period of the grant is less than that for 1972-73.8/

8/ *1972-73: 151; 1973-74: 113; 1974-75: 172; 1975-76: 118. The oscillation in the number of graduates every other year is assumed by DEAP to be due to (1) limitations in frequency of course offerings; and (2) rigorously defined programs of study in most areas; i.e. because there are too few faculty to offer each class each year, students may have to wait a year for a class to be offered in order to get all the sequency of courses required for graduation in a major.*

Table II

Program Area and Activity	Program Goals to Which Activity Relates	Activity Implementation
1.0 Director		
1.1 Evaluation of college aspects of program by participants	5	not implemented
1.2 Evaluation of college aspects of program by staff	5	fully implemented
1.3 Evaluation of college aspects of program by outside professionals	5	not implemented
1.4 Evaluation of the community-oriented aspects of the project by participants	5	not implemented
1.5 Evaluation of the community-oriented aspects of the project by staff	5	fully implemented
1.6 Evaluation of the community-oriented aspects of the project by outside professionals	5	not implemented
1.7 Services will be provided in the prescribed area according to need on campus		fully implemented
1.8 Services will be provided in the prescribed area according to need off campus	2,3	somewhat implemented
1.9 Identify the educational and other special needs of low-income students and encourage post-secondary institutions to develop and effectively utilize institutional resources in meeting those needs through college seminars on the progress of the education opportunity program at Voorhees	1,4,5	
1.10 Develop inter-institutional relationships which will facilitate entrance into and continuation in post-secondary educational programs for low-income students	2,4	fully implemented

1.11 Serve as a clearing house for information on the modification of curriculum, counseling and tutoring techniques that are effective with low-income and educationally disadvantaged students	1,5	fully implemented
1.12 Serve as a coordinating mechanism for focusing community efforts in education for the disadvantaged and to make other agencies, public and private, aware of each other and of the College's coordinating role	1,2,3,4,8	somewhat implemented
1.13 Serve as a central forum for surfacing community concerns about education and positively responding to such concerns where possible	1	not implemented
1.14 Monitoring all of the above activities by an active committee composed of school and community personnel and students	5	not implemented
1.15 Survey and assemble public and private resources on federal, state, and local levels into a coordinated system to improve the delivery of services to a greater number of low-income and educationally deprived students...		
1.16 ...at a lower per student cost than existing programs cost		
1.17 Encourage secondary and post-secondary school dropouts with demonstrated college aptitude to re-enter educational programs, including secondary school programs and supervise their progress for future enrollment at Voorhees College	1,2,4	fully implemented
1.18 Collect, publish and diseminate information for residents of the target area on financial and other assistance to them in their pursuit of post-secondary educational opportunities at Voorhees College and/or improved living conditions in their community	1,2,3,4,8,9	fully implemented
1.19 Survey low-income population in the target area: a. number of persons meeting low-income criteria b. number of persons between 14-22 meeting the low-income criteria c. educational attainment of both groups (a and b)	1,5,8	fully implemented

1.20 Survey secondary education in target area schools: a. number going on to post-secondary education and distribution by type: (1) college (2-4 years) (2) vocational (3) etc. for 1971, 1972, and 1973 (if 1973 is unavailable, include 1970) b. number who dropped out prior to graduation	1,2,5,8	not implemented
1.21 Survey area post-secondary institutions a. available special programs b. number of residents of target area enrolled c. number of residents eligible	1,5	not implemented
2.0 Humanities		
2.1 Assist each student to achieve a reading level that is adequate to permit him to successfully pursue his college career and his professional choice	1,2,4	somewhat implemented
2.2 Testing for reading competence	1,2	fully implemented
2.3 Assignment to an individualized reading program	1,2,3	fully implemented
2.4 Seminars in communication arts for accelerated skill development	1,2,3,4	fully implemented
2.5 Team teaching in communication arts for accelerated skill development	1,2,3,4	not implemented
2.6 Individual instruction in communication arts to accelerate skill development	1,2,3,4	fully implemented
2.7 Forty hours per week of directed reading therapy with special sessions devoted to writing and developing ideas	2,3,4	fully implemented
2.8 Seminars in humanities for accelerated skill development	1,2,3,4	fully implemented
2.9 Team teaching for accelerated skill development in the humanities	1,2,3,4	not implemented
2.10 Individual instruction in the humanities to accelerate skill development	1,2,3,4	fully implemented

2.11 Indirect communication skill emphasis in philosophy	1,2,3,4	not implemented
2.12 Testing students for deficiencies in writing and speech	1,2,3,4	fully implemented
2.13 New course in public speaking for students whose pre-tests show deficiency in writing and speech	1,2,3,4	not implemented
2.14 New course in basic speech and oral interpretation	1,2,3,4	somewhat implemented
3.0 Social Sciences		
3.1 Seminars in social science for accelerated skill development	1,2,3,4	fully implemented
3.2 Team teaching in the social sciences for accelerated skill development	1,2,3,4	somewhat implemented
3.3 Individual instruction is social sciences for accelerated skill development	1,2,3,4	somewhat implemented
4.0 Mathematics and Natural Sciences		
4.1 Mathematics seminars for accelerated development	1,2,3,4	fully implemented
4.2 Team teaching in mathematics for accelerated skill development	1,2,3,4	not implemented
4.3 Individual instruction in mathematics to accelerate skill development	1,2,3,4	fully implemented
4.4 Natural science seminars for accelerated skill development	1,2,3,4	fully implemented
4.5 Team teaching in the natural sciences for accelerated skill development	1,2,3,4	
4.6 Individual instruction in natural sciences to accelerate skill development	1,2,3,4	fully implemented
4.7 Communication skill emphasis in arithmetic	1,2,3,4	fully implemented
4.8 Indirect communication skill emphasis in natural sciences	1,2,3,4	fully implemented
5.0 Student Activities		
5.1 Co-curricular wholesome recreation	1,4	fully implemented

8.2 Add a learning resource center and curriculum library	2	somewhat implemented
9.0 Financial Aid		
9.1 Summer Tutorial program employing substantial numbers of college students through work-study	7	fully implemented
9.2 Provide information and research to the on-going programs of community development through college work-study assignments	1,3,7	fully implemented
9.3 To assist elementary and secondary students in recreational and educational projects through college work-study assignments	4,8,9	fully implemented
9.4 To assist in early childhood education through college work-study assignments	4	fully implemented
9.5 To provide staff leadership and supervision to organizations (such as Boy and Girl Scouts) through college work-study assigmments	2,3,9	fully implemented
9.6 To assist prospective students in securing adequate financial resources to attend Voorhees or institutions of their choice	2,3,4,9	fully implemented
9.7 Develop resources for part-time employment for post-secondary students as encouragement to return to school	2,3,4	fully implemented
10.0 Educational and General Studies		
10.1 Teach opportunities available to students for creative use of leisure time in athletic aspects	1,2,4	fully implemented
10.2 Teach opportunities available to students for creative use of leisure time in non-athletic aspects	1,2,4	fully implemented
10.3 In service teacher workshop for public school elementary and secondary teachers	1	fully implemented
10.4 In service teacher workshop for teaching newer developments in reading	1	fully implemented
10.5 In service teacher workshop for teaching newer developments in mathematics	1	fully implemented

5.2 Co-curricular lyceum events	1,3,4	fully implemented
5.3 Recreational and leisure counseling	5	somewhat implemented
6.0 Health Services		
6.1 Provide basic health services	3,5,10	fully implemented
6.2 Provide fundamental health education for attitudes and knowledge necessary for good health	3,5,10	fully implemented
7.0 Counseling and Placement		
7.1 Provide personal counseling for satisfactory adjustment to college experience	1,2,3	fully implemented
7.2 Provide academic counseling for satisfactory adjustment to college experience	1,2,3,4	somewhat implemented
7.3 Assistance in exploring career options	2,3,6	fully implemented
7.4 Identify qualified youth with financial and educational need and follow up students to insure that they do enroll or assist them in other alternatives--employment, etc.	2,3,4	fully implemented
7.5 Provide counseling and tutorial services which assist students to successfully initiate, continue, resume and/or complete their educational career-educational counseling	1,2,3,6	fully implemented
7.6 Career counseling	7	fully implemented
7.7 Socio-personal counseling	7	fully implemented
7.8 Psychological analysis and treatment	2	somewhat implemented
7.9 Serve as a pool for the recruiting and counseling of, and tutorial services for, students from low-income backgrounds. Those with special interests not available from Voorhees College will be referred elsewhere	1,2,3,4	fully implemented
8.0 Library		
8.1 Provide a trained leadership to assist the student in learning to take advantage of the library	2,4	fully implemented

10.6	In service teacher workshops teaching newer developments in communication arts	1,5	fully implemented
10.7	In service teacher workshops teaching newer developments in social sciences	1,5	fully implemented
11.0	Tutorial Programs 1/		
11.1	Summer tutorial program for elementary and secondary students primarily in the Denmark area	1,9	fully implemented
11.2	Summer tutorial program staffed by coordinators and professional teachers	5,7,9	fully implemented
11.3	Tutorial services from advanced students	1,4,7,9	fully implemented
11.4	Forty hours per week professional tutoring from OEO staff	2,3,4	somewhat implemented
11.5	Identify qualified youth of financial and educational need and encourage them to complete secondary training	9	fully implemented
11.6	Assist them in preparing applications and other forms or material required for admission to Voorhees College	2,3,4	fully implemented

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1/ *1975-76 tutorial program not funded by CSA money.*

4.2 There has been a significant increase in the drop-out rate (from 4.6% in 1972-73 to 6.3% in 1975-76). From a list of 250 students from the seven-counties, compiled by Voorhees staff and showing attendance and gradepoint history, DEAP examined 55 student careers which showed interruption in enrollment. DEAP found that nearly half those students who dropped out at one time or another in their college career returned later to continue their education. 9/ Thus, the increase in drop-out rate is mediated by a high degree of salvage of drop-outs from the seven-county area.

4.3 Increased use of individualized learning techniques (ILP's) has led AEP staff to expect that a student may take longer than four years to complete a degree program. Staff explain that with the ILP's, the rate of progress may be slower, but they expect more students to finish with better instruction in the long run. DEAP examined the semester grade points of 251 students who participated in the AEP from the seven county area. Forty-nine (49) of these students had been enrolled at Voorhees for the entire three years of the grant. Comparing semester grade points for Autumn 1973 with those from Spring 1976, for these students, DEAP found a significant increase in academic performance as measured by grade point average. 10/ For all 230 students in the program who had been enrolled more than one semester, 60% showed an increase in their GPA when their most recent semester was compared to their first semester at Voorhees (summer semester not included). Forty percent showed a drop in GPA for the same semesters.

4.4 Table III shows DEAP's estimate of the extent to which Voorhees; AEP is serving needs for post-secondary education in the seven-county area. Using OEO-reported percentage of low-income population in the seven counties in question, plus statistics on the number of high school graduates from 1973 to 1976, 11/ DEAP determined the "pool" of potential low-income students whom Voorhees program might serve. Comparing this number with the number of students from the counties in question who were enrolled at Voorhees for 1975-76, DEAP estimates that about 8% of the potential target population is being served. The greatest proportion of low-income high school graduates enrolled at Voorhees are from Bamberg county, Voorhees "home county," an estimated percentage of 68% of the pool from Bamberg county. The highest proportions of high school graduates served are in fact coming from the most rural areas. This is congruent with the philosophy of the AEP grant and Community Services Administration policies.

9/ *Over two-thirds of those who dropped out and did not return did so after one semester or less enrollment; students who had been enrolled two or more semesters before they dropped out, were much more likely to re-enroll.*
10/ *T-test for related measures = 5.52, significant at .01 level.*
11/ *Provided by the South Carolina Superintendant of Instruction.*

4.5a Students from the 7-county area show no significant differences in receiveng awards, receiving academic/leadership awards, receiving non-academic/leadership awards or a higher degree of graduation. They do show significantly less participation in athletics compared to the students at Voorhees at large.

4.6 Voorhees practices open admission: the only requirements for admission are a high school diploma or GED, recommendation from a representative of the student's high school, and satisfactory passing of a medical exam. They are therefore providing educational services to students who would not be served elsewhere. The only sources of competition are the vocational-technical school immediately adjacent to Voorhees in Denmark, and a few small church-affiliated colleges in the seven-county area. The state college at Orangeburg requires a minimum score on college entrance examination tests as does the University of South Carolina. The vocational-technical school does not provide liberal arts or education courses available at Voorhees. Therefore, Voorhees is filling a unique niche in the area. There are substantial numbers of low-income students to be served in the area-Voorhees could expand considerably to completely meet the need.

4.7 Concerned with rural out-migration, DEAP addressed the question whether educating low-income, rural, black students--providing them with the best supplemental educational experiences and expanding their aspirations--would lead them to abandon their home counties and migrate to the cities. Section 201 of Title II of the Economic Opportunity Act of 1964, as amended, explicitly addresses this problem. 1974-75 Voorhees graduates, reported in the Voorhees Voice (alumni publication) show a high percentage of 1975 graduates staying in South Carolina. Of 22 graduates from the seven county area, 18 are employed in South Carolina, At least eight of these are employed in the seven-county area.12/ The other four of the 22 are in graduate school. The placement director at Voorhees is conducting follow-up studies on the 1975-76 graduates at present. Of 57 reporting back, over 30 are living and working in South Carolina; information of exact locations within the state was not available. DEAP's conclusion is that out-migration is not a problem for the students from the seven-county area.

12/ *Some locations in South Carolina in which graduates were reported to be employed could not be found on a map of the area; our assumption is that they were very small towns.*

Table III

Estimated Service to High School Graduates
from Seven County Area by AEP

County	% Pop Low Income 1/	# High Schools in County	# H.S. Grads 1972-73 to 1974-75	Estim. # of Low-Income H.S. Grads 1972-73 to 1974-75	# of Voorhees College Students from County 1975-76	% of Low-Income H.S. Grads Attending Voorhees 1975-76
Aiken	<24.5	13	4807	~1178	37	3%
Allendale	31.7	3	344	109	17	16%
Bamberg	28.6	4	621	178	121	68%
Barnwell	24.7	2	835	206	41	20%
Calhoun	34.6	2	403	139	0	0%
Hampton	31.3	2	676	212	11	5%
Orangeburg	31.4	11	3406	1070	23	2%
TOTAL		37	11,092	3092	250	8%

1/ *from OEO Instruction 6802-3, Appendix A.*

4.8 Following is an evaluative summary of the activities of the AEP for the three years of the grant by program area:

4.8.1 Director. Administration of the CSA aspect of the AEP has had three forms: 1973-74, CSA funds paid for an academic dean, an assistant dean of students and something entitled"OEO Demonstration CSA." In 1974-75 "OEO demonstration CSA" appears to have been the administrative body for the grant, and in 1975-76 a director and two secretaries administered the grant. Total funds from CSA spent in this program area are $69,719. This amount is 9.4% of all the funds granted by CSA. 13/

Activities for which the director is responsible include evaluation of the program, coordination within the college, inter-institutional relations and community involvement, and a three-part survey outlined in the 1975-76 continuation proposal. The coordination aspect was fully carried out; community and inter-institutional relations were difficult to assess since no detailed description of activities exists in any data source. Recruitment of students was carried out thoroughly. Evaluation of the program by staff occurred, but no evidence was found of participant or community evaluation of the programs. The director was responsible for putting together the college catalog, a medium of outreach and educational information to the community. Such a catalog for 1976-77 is currently in publication. A survey of the low-income population of the area, of secondary and post-secondary institutions of education in the area was not done. General information on the low-income population is already known by Voorhees.

4.8.2 Humanities. Three staff members were paid out of CSA funds to provide services in reading, communications and English. The Division of Humanities had the highest percentage of CSA expenditures for the period of the grant - 15.7%, CSA funds paid for 21.7% of the AEP in this division. Reading scores pre- and post-test improved significantly. 14/ Some students lost ground from pre- to post-test after participating in the reading lab. The three staff in the humanities area are knowledgeable, the materials used are complete and appropriate, and the students proclaim both their satisfaction with the services and their improvement through them. The services are individ-

13/ *Source "CSA Expenditure" reports for 1973-74, 1974-75, and 1975-76 from Voorhees College.*

14/ *As measured by a Wilcoxon Matched-pairs test, increases in reading scores were significantly more frequent than decreases. Wilcoxon's T was significant at less than the .0002 level.*

ualized through diagnostic tests, individualized learning materials packages, and systematic monitoring of individual student's progress. The most important use of the labs is to prepare the students to pass the English proficiency test, which all students must pass before they can graduate. When a student fails the test, he/she is referred to the reading and writing labs. CSA-paid staff in the humanities presented 39 class sections during the 1975-76 academic year. Number of courses in humanities has risen by 7 compared to the course offerings pre-AEP (see Table IV).

4.8.3 Social Science. Two staff were paid by CSA funds in the social sciences division in 1975-76. The number of courses in social science have been increased by 19 since inception of the AEP. CSA staff are responsible for bringing into the social science division innovative teaching methods, community placements for social science students, and for suggesting and procuring speakers from Africa for Afro-American week at Voorhees. CSA staff in the social science division were responsible for creating, in consultation with staff from other program areas, one of the few team-taught courses. A shortcoming in this area is the meager amount of tutoring and individual attention to students; this is apparent from low student use of such services. With the inception in 1976-77 of individualized learning packages in social science paid for by a Lilly grant, this situation should improve. $54,909 has been spent for social science staff since 1973. Nearly 85% of the social science program funding comes from non-CSA sources.

4.8.4 Mathematics and Natural Science. Three staff in natural sciences were paid by CSA funds for 1975-76; they taught 31 classes (including 15 labs) that academic year. Classes and labs have increased in number by 40 since the beginning of the AEP. CSA funds expended in this area since 1973 total $99,964 (13.5% of all CSA expenditures on the AEP, but only 18.2% of all the funds expended for the math and natural science division during the grant period). Part of the AEP funding comes from NSF through a grant to improve the division's learning resources (adding biological models, a botanical greenhouse, mathematics equipment, individual learning machines with instructional film loops, etc.). Individualized learning programs are in the process of being implemented in mathematics. Data will be kept to compare the individualized approach to math with the traditional, lecture-style approach. Good academic counseling is a strong point of the program in mathematics and natural sciences.

4.8.5 Education and General Studies. Two staff were paid by CSA funds during the 1975-76 year; one teaching physical education and leisure development, the other psychology. The project director also taught education

Table IV

Comparison of Course Offerings
By Program Area Pre- and Post-AEP

Course Offerings by Program Area	No. of Courses 1972-73	No. of Courses 1975-76
HUMANITIES		
Art	6	8
English:		
Ideas & Expression	17	9
Grammar	3	12
Remedial	6	0
Advanced Courses	21	19
Humanities	16	16
French	12	9
Music	10	8
Philosophy & Religion	20	14
Reading Development	4	12
Communication Skills	0	10
Spanish	4	8
Speech	14	15
MATHEMATICS & NATURAL SCIENCE		
Biology General	4	10
Biology Lab	12	18
Advanced Biology Courses	18	20
Chemistry	13	12
Mathematics		
General Math	3	10
Math Lab	0	1
Quantitative & Analytic Thinking	10	17
Other Math	17	20 1/
Physics	2	2
Physical Science	18	27 2/
SOCIAL SCIENCE		
Black Studies	4	6
Economics	9	8
Geography	4	4
History		
Social Institutions	18	16
American History	14	12
Other History Courses	11	19
Political Science	4	9
Psychology	7	7
Sociology	9	16 3/
Social Work	0	2

1/ *Courses in computer science were added by 1975-76.*
2/ *Physical science individual labs were added by 1975-76.*
3/ *One team taught sociology course was added by 1975-76.*

Table IV, continued

EDUCATION & GENERAL STUDIES		
Education	23	37 4/
Health Education	3	4 5/
Physical Education	20	29
OTHER		
Orientation	0	7

4/ *Education courses specialize by area (math education, art education, etc.) collected from subject area department and included in education department by 1975-76. Also courses on teaching were increased and the course on general methodology was expanded.*

5/ *Introduction to recreation course began by 1975-76.*

courses, however, expanding CSA's participation in this division's services. A relatively small amount of CSA funds went into this program area: $58,728 (7.9% of the three-year CSA expenditures of all program areas). 84% of the funding in this division came from other sources; such funding paid for a complete library of curricula and materials used by all primary and secondary schools in South Carolina, and a full range of media equipment with instruction in its use. An awards program description from Voorhees showed that for 1975-76, students from the seven county area participated much less frequently in athletics than the student body at Voorhees as a whole. 15/ Teacher training was fully implemented under the AEP, including field practice for education students under the supervision of a CSA staff member. The number of course offerings in education and general studies has increased by 24.

4.8.6 Library. Total spent in this area is $72,493, or 9.8% of the CSA expenditures, over the life of the grant. This amount is about one-quarter of the total expenditures for the same period on library and learning resources. Most of the expenditures from CSA funds were made in the first two years of the grant; for 1975-76, two staff members were paid from CSA funds. The library materials appear to be sufficient for a college of Voorhees' size and scope. In 1975-76 some assistance was given to "a selected group of students who were having learning difficulties" 16/ in using the card catalog, etc. Follow-up was done on the effectiveness of this instruction. The library showed the least evidence of significant AEP activities.

4.8.7 Counseling and Placement. During 1975-76 three counselors were paid by CSA funds. Only 6.5% of the total CSA espenditures were spent on counselling and career placement, but this accounts for over half the total funds spent on these services. The career placement section of this program area is well-organized and offers a full range of services ---rehearsing interviews, bringing recruiters to campus, assisting with resumes and graduate school applications, etc. Most important are follow-up studies conducted by the career placement specialist; through them 107 of 118 1975 graduates have notified Voorhees about their present location and employment. These follow-up studies are the single best source for data on out-migration and program effectiveness for the entire AEP.

A wide range of counseling is carried out at Voorhees:

15/ *Chi-square = 7.91, significant at the .05 level.*

16/ *Progress report from Librarian, 1975-76.*

personal counseling is available individually or in groups, at the counseling center or in the dormitories. However, counseling files contain little personal material. Since Voorhees is a small college, the practice of keeping counseling records "in the counselor's head" may be an effective mode of operation. The purpose given for doing so is to safeguard personal information on students. No records are kept of the number of students who are counseled, the types of problems which are seen, the number of group or individual sessions, etc. Since there are no other sources for such data, no evaluation of the effectiveness of counseling efforts can be made. This is a shortcoming of the counseling program. DEAP's survey of students from the seven county area found that students report counseling services are helpful to them. Counseling staff paid by CSA taught seven classes orienting students to college life in general, and the AEP services in particular, during 1975-76. These orientation classes have been developed since the inception of the AEP.

4.8.8 Health Services. Health services are not a high priority area for the college or the AEP (3.3% of CSA funding provided a quarter of the total expenditure for health services during the three years of the grant.) The majority of the funds from CSA were paid to health service personnel. Student response to the facilities provided for health care at Voorhees was mixed; although the facilities and services are limited, several community agencies and physicians supplement the program. DEAP found that the development of a model drug program, which would have been carried out under health services, did not occur. However, some information on drugs was included in educational materials made available to students through the health services staff.

4.8.9 Financial Aid As mentioned in 2.3, generous funding is available to individual students through BEOG, work-study, educational grants from the state, GI bill, etc. Since 98% of the students qualify as low-income, the fact that they can meet the high tuition and fees at Voorhees indicates that the financial assistance program at Voorhees is quite effective. $25,772 of CSA funds were expended for financial aid services during the period of the grant; most of these were paid to the work-study director.

4.8.10 Student Activities. For 1975-76, CSA spent $10,521 for personnel to coordinate student activities. From programs of activities for this year, and student response, this would have to be the most cost effective program area. More students had participated in this area than any other. A wide range of speakers was brought to campus by lyceum coordinator. It is not obvious from the expenditure reports just how participants in

the many panel discussions, informational programs, dances, etc. were paid. The lyceum programs provide a strong tie to the surrounding community because they bring educational and entertainment resources into an area which has little else to offer in those areas. The choice of speakers and programs seem to be directed at motivating students to expand their aspirations in education and occupation, and to educate them in opportunities for social, cultural and political growth.

4.8.11 Tutoring. Tutoring falls into no one program area. No funds were spent for personnel or other program costs for 1975-76, but the AEP budget for 1973-75 shows funds budgeted for instructors and a coordinator. The tutoring program has two facets at present, one directed at junior high school students, the other at high school students. The programs are relatively small compared to the demand for the services. Work-study students and three instructors conduct the 1976 summer tutoring program, teaching math, English, music, creativity and recreation. The tutoring program is a major source of community and institutional involvement in the AEP providing, along with educational recruiting and lyceum events, community service.

4.8.12 Indirect Costs. Indirect costs increased from 7.2% of the annual expenditure of CSA funds for 1973-74 to 26.2% for 1975-76. For the entire period of the grant, indirect costs accounted for 16.3% of the total CSA fund expenditures.

4.8.13"Applied toward Deficit". CSA expenditure reports show $47,138 (6.8% of the total grant for the three years of the AEP funding from CSA) "applied toward deficit." No explanation or itemization of that expenditure is available.

Appendix I

Field Visit to Voorhees College - June 1976

Two DEAP staff members visited Voorhees College in Denmark, South Carolina from June 15 through June 18, 1976.

CSA funded twenty-one (21) staff in the Voorhees Accelerated Educational program for 1975-76. Six of these staff were absent from Voorhees for the summer session; one was in the hospital. Brief introductions took place with the two project secretaries, the librarian, and one of the natural science specialists. The remaining staff were interviewed at length by DEAP staff; these include:

Abraham,	career development specialist
Finney,	project director/education specialist
Ford,	reading specialist
Harris,	mathematics specialist
Hunt,	health services specialist
Karei,	social science specialist
Randhawa,	natural science specialist
Sandiford,	leisure development specialist
Seaberry,	lyceum coordinator, community programs
Simmons,	counselor

The AEP project director introduced the DEAP evaluation team to most of the administrators at Voorhees College including the college president, Dr. Harry P. Graham.

In addition, interviews were held with the following Voorhees staff who are affiliated with the AEP:

Brown,	executive vice-president of Voorhees College
DeLaine,	institutional relations specialist
Hoggard,	media specialist
Peoples,	dean of students
Roberts,	education
Terry,	public relations officer
Wilson,	admissions officer

The following facilities at Voorhees College were inspected by the DEAP evaluation team: reading lab, writing lab, mathematics lab, natural sciences lab, botanical greenhouse, infirmary, counseling center, career placement center, media center, library, data processing installation, and summer tutoring program.

Finally the DEAP evaluation team visited South Carolina State College and Claflin College in Orangeburg, Denmark Vocational-Technical College in Denmark and the University of South Carolina in Columbia, South Carolina. At USC, the team discussed with a faculty member the history of the Voorhees Colleg's censure by the American Association of University Professors.

1/ *As described in AAUP Bulletin, 60(1): 82-89, March 1974.*

Appendix II

Summary of Responses to Student Questionnaire Voorhees College-June 1976

In June 1976 DEAP selected a random sample of forty-nine students from a list of 251 Voorhees College students who resided in the seven county area. These forty-nine students represented 19.5% of the 251 students. Twenty questionnaires were returned (a 40.8% rate of return). Two questionnaires were returned by the post office because of inadequate addresses. The returned questionnaires represent an eight percent sample of CSA students from the seven county area at Voorhees.

Exhibit I is a sample of the questionnaire. The questionnaire was divided into three sections, the first asking for descriptive information (age, years attended Voorhees, future plans etc.), the second asking about the student's familiarity with and participation in programs partially funded through CSA, and the third asking for ratings by the students on the effectiveness of each program.

Table I shows the number of responses by class, average age, number of years of attendance at Voorhees, and plans for the coming year. More upper classmen responded to the survey than lower classmen; this is foruunate for our analysis since the older students had had more experience with the programs at Voorhees. All the students except five graduating seniors planned to return to Voorhees the next year.

Following is a summary of responses by program area:

Humanities - reading services and writing lab. Both of these programs had high rates of participation and familiarity. Satisfaction was high with both services, with students feeling that they had improved in their reading and writing skills.

Social Sciences - The only information on social sciences elicited by the questionnaire was regarding use of tutoring/individualized attention (Table II). While most students were aware that tutoring and individualized attention was available, only one of twenty respondents had used such assistance in social science.

Natural Science and Math - Table II shows that many students have used tutoring or individualized attention in mathematics.

APPENDIX II
Exhibit I

VOORHEES QUESTIONNAIRE

1. Age: _____ 2. Year in school (just completed):

_____ Freshman _____ Junior

_____ Sophomore _____ Senior

3. How long have you attended Voorhees College? _____

5. With which of the following programs are you familiar? In which have you participated? For how long? In which were you participating at the end of this school year? (please check all that apply).

	Familiar	Have Participated	Length of time	Currently Participating
Reading Services	_____	_____	_____	_____
Writing Program	_____	_____	_____	_____
Tutoring	_____	_____	_____	_____
Learning Resources	_____	_____	_____	_____
P.E. Programs	_____	_____	_____	_____
Health Services	_____	_____	_____	_____
Summer Tutorial Services	_____	_____	_____	_____
Lyceum Programs	_____	_____	_____	_____
Counseling:				
Academic	_____	_____	_____	_____
Personal	_____	_____	_____	_____
Vocational	_____	_____	_____	_____
Psych. Testing	_____	_____	_____	_____
Dormitory	_____	_____	_____	_____

6. What are your plans for the coming year? (Please check one.)

_____ Return to Voorhees

_____ Attend another college.
_____ Work and not attend school.
_____ Other (please describe). _____

7. If involved in the Reading Services Program, to what extent do you feel your skills in reading have improved during your participation in the reading program?

_____ No improvement _____ Some improvement _____ Much improvement

8. In which area of reading skills do you feel you've improved?

_____ Reading speed
_____ Comprehension
_____ Ability to read aloud
_____ Pronounciation
_____ Other (please specify). _____

9. If involved in the Writing Program, to what extent do you feel your writing skills have improved because of the services of the writing lab?

_____ No improvement _____ Some improvement _____ Much improvement

10. How useful do you feel the Writing Lab is in aiding your improvement?

_____ Not helpful at all _____ Somewhat Helpful _____ Very helpful

11. In which of the following areas have you received special tutoring or individualized attention?

_____ None _____ Mathematics _____ Communication skills _____ Social Sciences

_____ Natural sciences _____ Humanities _____ Other (Describe _____)

12. How helpful do you feel this tutoring was?

_____Not at all helpful _____Somewhat helpful _____Very helpful

13. How often do you use the Library Resource Center?

_____Never _____Occasionally _____Frequently

14. How would you rate the facilities and materials made available to you through the Learning Resource Center?

_____Poor _____Adequate _____Very good

15. In what types of interscholastic or intra-mural activities do you participate?

_____

16. What types of Lyceum or cultural activities and programs do you attend?

_____Special speakers _____Entertainment
_____Dances _____Other (describe: _____)
_____Art shows

17. How often do you attend these programs?

_____Once a week or more _____Occasionally

_____Once a month _____Never

18. How would you rate the services provided by the Health Center?

_____Poor _____Adequate _____Very good

19. Have you participated in community health programs, such as those concerning contraception, responsible sexual behavior, etc.?

_____Yes _____No

20. If you have been involved in a class where team teaching was used, how would you rate its effectiveness?

_____Not at all effective _____All right _____Very effective

21. If you have used one of the counseling centers (or more), do you feel the counseling was helpful to you?

_____Not at all _____Somewhat helpful _____Very helpful

22. In what way was the counseling helpful?

_____

_____

_____

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Summary of Responses to Student Questionnaires
Voorhees College - June 1976

Average Age, Average Years Attended Voorhees, Future Plans

	Number of Respondents 1/	Average Age	Average Number of Years Attended Voorhees	Plans for Coming Year: Return to Voorhees	Plans for Coming Year: Not Returning to Voorhees
Freshmen	5	19.8	1.0	5	0
Sophomores	3	19.7	2.0	3	0
Juniors	5	21.6	2.8	5	0
Seniors	7	23.6	3.4	2	5
TOTAL	20	21.6	2.4	15	5

1/ *Representing: 3% of freshmen, 4% of sophomores, 12% of juniors and 14% of seniors, Voorhees students residing in the seven county area.*

Education and General Studies - Table III, Physical Education, shows that the majority of students are familiar with and participated in physical education programs.

Library (Learning Resources Center) - (In two of three questions on the subject we used the term learning resources center; in one we clarified by adding (library). It is possible that the students were unclear as to the referent of the two different terms.) Table IV shows that most students used the LRC services and find the facilities and materials adequate.

Counseling and Placement - Table VI shows that most of the students are familiar with counseling and half have participated. Students who have used it have found it helpful. The most frequently used types of counseling are academic and dormitory.

Health Services - Nearly all the students are familiar with the health services available and half have used them. Though most students find the services adequate, over a quarter who had used the services rated them poor.

Student Activities - Table I shows that lyceum events are widely attended; only one student had not attended any of the lyceum events. Other activities which were specified by students included sports, choir, newspaper, cheerleader, and membership in various clubs.

Included on the questionnaire was a query as to the students experience with team teaching. Forty percent of the students had either had no experience with team teaching or felt they could not rate it. Of those who had experienced team teaching all found it worthwhile.

Finally, regarding the summer tutorial program, although most students were familiar with its existance only three had participated.

In conclusion, responses regarding the programs for Voorhees students who live in the seven county area were positive. Even though the programs which are partially funded through CSA are integrated into the regular school programs, and therefore could be considered "invisible," students are aware of the various types of services that are available, and they appear to use them as needed.

The information on social science, natural sciences and math, and financial aid elicited by the questionnaire is sparce. This was a shortcoming of the questionnaire itself, not a result of the students' response, which was generous and often detailed.

Summary of Responses to Student Questionnaires Voorhees College -- June 1976

Reading Services

N=20	Familiar with Program No	Familiar with Program Yes	Participated in Program No	Participated in Program Yes	Ave # Semesters Participated	Satisfaction: No Improv	Satisfaction: Some Improv	Satisfaction: Much Improv	Type of Improvement: Comprehension	Type of Improvement: Speed	Type of Improvement: Pronunciation	Type of Improvement: Read Aloud
Freshmen	2	3	2	3	1.0	0	1	2	3	3	2	1
Sophomores	0	3	0	3	1.0	0	1	2	3	1	1	0
Juniors	0	5	0	5	1.2	0	4	1	5	3	3	2
Seniors	1	6	3	4	1.8	0	1	3	6	1	1	1
TOTAL	3	17	5	15	1.3	0	7	8	15	8	7	4

Writing Lab

									Effectiveness 1/: Not Helpful	Effectiveness 1/: Somewhat Helpful	Effectiveness 1/: Very Helpful
Freshmen	2	3	2	3	1.5	0	2	1	0	2	0
Sophomores	2	1	2	1	?	0	0	1	0	1	1
Juniors	0	5	2	3	1.0	0	2	1	0	0	1
Seniors	3	4	5	2	1.0	0	1	1	0	0	2
TOTAL	7	13	11	9	1.2	0	5	4	0	3	4

1/ *Only 7 of the 9 students who indicated they had participated in the writing labs responded to this question.*

APPENDIX II
Table II

Summary of Responses to Student Questionnaires Voorhees College -- June 1976

Use of Tutoring/Individualized Attention

	Familiarity		Participation		Types of Tutoring/ Individualized Attention						Satisfaction		
	No	Yes	No	Yes	None	Math	Communic. Skills	Social Science	Natural Science	Humanities	Not Helpful	Somewhat Helpful	Very Helpful
Freshmen	1	4	2	3	2	3	0	0	0	0	1	0	3
Sophomores	1	2	2	1	1	0	1	0	0	0	0	0	0
Juniors	0	5	4	1	2	0	1	1	1	1	0	1	1
Seniors	2	5	5	2	3	2	1	0	0	0	0	0	3
TOTAL	4	16	13	7	8	5	3	1	1	1	1	1	7

Use of Summer Tutorial Program

				1/
Freshmen	3	2	5	0
Sophomores	1	2	1	2
Juniors	1	4	5	0
Seniors	3	4	6	1
TOTAL	8	12	17	3

1/ *Each student who participated did so for one summer session.*

APPENDIX II
Table III

APPENDIX II
Table IV

Summary of Responses to Student Questionnaires
Use of Physical Education and Health Services Programs
Voorhees College - June 1976

Physical Education

N=20	Familiarity with Program		Participation in Program		Avg. No. of Semesters of Participation
	No	Yes	No	Yes	
Freshmen	2	3	3	2	2.0
Sophomores	1	2	1	2	4.0
Juniors	0	5	1	4	3.5
Seniors	3	4	3	4	3.2
TOTAL	6	14	8	12	3.2

Health Services

N=20					Rating of Services		
					Poor	Adequate	Very Good
Freshmen	0	5	3	2	1	3	0
Sophomores	0	3	1	2	1	1	1
Juniors	0	5	1	4	1	4	0
Seniors	2	5	5	2	2	4	0
TOTAL	2	18	10	10	5	12	1

Summary of Responses to Student Questionnaire
Voorhees College - June 1976

Library (Learning Resources Center)

N=20	Use of LRC Services			Rating of LRC Facilities & Materials		
	Never	Occasionally	Frequently	Poor	Adequate	Very Good
Freshmen	0	2	3	1	2	1
Sophomores	0	1	2	1	1	1
Juniors	1	1	3	0	4	0
Seniors	0	4	3	0	3	4
TOTAL	1	8	11	2	10	6

Lyceum Events

N=20	Participation in Various Types of Events					Frequency of Participation			
	Special Speakers	Enter-tainment	Dances	Art Shows	Assemblies	Never	Occasionally	Once/ Month	Once/ Week
No. of Students Attending	16	14	11	8	3	1	11	2	6

APPENDIX II
Table V

Summary of Responses to Student Questionnaire
Voorhees College - June 1976

Counseling

N=20	Familiarity		Participation		Rating of Effectiveness			
	No	Yes	No	Yes	Not Helpful	Somewhat Helpful	Very Helpful	No Rating
Freshmen	2	3	3	2	0	1	1	0
Sophomores	2	1	2	1	0	0	1	0
Juniors	1	4	3	2	1	2	0	0
Seniors	3	4	3	4	0	1	2	1
TOTAL	7	13	10	10	1	4	5	1

Student Use by Type of Counseling

N=10	Academic	Personal	Vocational	Psych. Testing	Dormitory
Freshmen	2				1
Sophomores	0	1		1	1
Juniors	2	1	1	1	1
Seniors	3	1	1	1	1
TOTAL	8	3	2	3	4
Ave. # of Semesters Participated	3.0 1/	4.0 2/	2.0 3/	1.0 4/	2.8 5/

1/ *2/8 reporting*
2/ *1/3 reporting*
3/ *1/2 reporting*
4/ *1/3 reporting*
5/ *4/4 reporting*

Appendix III

Sources for Information on Activity Areas

	Student survey	Staff interviews	Staff progress reports	Student files	College catalog	Course listings 1972-73, 1975-76	Activities programs	List of OEO students	Degree of implementation 1/
1.0 Director									
1.1 Evaluation of college aspects of program by participants *		x	x						N
1.2 Evaluation of college aspects of program by staff *		x	x						F
1.3 Evaluation of college aspects of program by outside professionals *		x	x						N
1.4 Evaluation of the community-oriented aspects of the project by participants *		x	x		x				N
1.5 Evaluation of the community-oriented aspects of the project by staff *		x	x						F
1.6 Evaluation of the community-oriented aspects of the project by outside professionals *		x	x						N
1.7 Provide services in the prescribed area on-campus according to need **		x	x			x			F
1.8 Provide services in the prescribed area off-campus according to need **		x	x			x			S
1.9 Identify the educational and other special needs of low-income students and encourage post-secondary institutions to develop and effectively utilize institutional resources in meeting those needs through college seminars on the progress of the education opportunity program at Voorhees **	x			x	x				F
1.10 Develop inter-institutional relationships which will facilitate entrance into and continuation in post-secondary educational programs for low-income students **	x	x						x	F
1.11 Serve as a clearinghouse for information on the modification of curricula, counseling and tutoring techniques that are effective with low-income students **	x	x		x			x	x	F

* From grant proposal for 1973-75
** From grant proposal for 1975-76
1/ *N = not at all; S = somewhat; F = fully.*

1.0 Director (continued)								
1.12 Serve as a coordinating mechanism for focusing community efforts in education for the disadvantaged and to make other agencies, public and private, aware of each other and of the College's coordinating role **		x	x				x	S
1.13 Serve as a central forum for surfacing community concerns about education and positively responding to such concerns where possible **		x	x		x	x	x	S
1.14 Monitoring all the above activities by an active committee composed of school and community personnel and students **		x	x					S
1.15 Survey and assemble public and private resources on federal, state and local levels into a coordinated system to improve delivery of services to a greater number of low-income and educationally deprived students... **		x	x		x	x	x	F
1.16 ...at a lower per student cost than the existing programs cost **		x						N
1.17 Encourage secondary school and post-secondary school drop-outs with demonstrated college aptitude to re-enter educational programs, including secondary school programs and supervise their progress for future enrollment at Voorhees College **		x	x		x	x		F
1.18 Collect, publish, and diseminate information for residents of the target area on financial and other assistance to them in their pursuit of post-secondary educational opportunities at Voorhees College and/or improved living conditions in their community								F
1.19 Survey low-income population in the target area: a. number of persons meeting low-income criteria b. number of persons between 14-22 meeting the low-income criteria c. educational attainment of both groups (a and b)		x	x					N
1.20 Survey secondary education in target area schools: a. number going on the post-secondary education and distribution by type: (1) college (2-4 years) (2) vocational (3) etc. for 1971, 1972, and 1973 (if 1973 is unavailable, include 1970) b. number who dropped out prior to graduation**		x	x					N

1.21 Survey area post-secondary institutions a. available special programs b. number of residents of target area enrolled c. number of residents eligible **		x	x						N
2.0 Humanities									
2.1 Assist each student to achieve a reading level that is adequate to permit him to successfully pursue his college career and his professional choice *	x	x	x	x		x			S
2.2 Testing for reading level *		x	x	x					F
2.3 Assignment to an individualized program in reading *	x	x	x			x			F
2.4 Seminars in communication arts for accelerated skill development *	x	x	x		x	x			F
2.5 Team teaching in communication arts for accelerated skill development *	x		x		x	x			N
2.6 Individual instruction in communication arts for accelerated skill development *	x	x	x			x			F
2.7 40 hours/week of directed reading therapy with special sessions devoted to writing and developing ideas **	x	x	x		x	x			F
2.8 Seminars in humanities for accelerated skill development *			x		x	x			F
2.9 Team teaching in humanities for accelerated skill development *	x		x		x	x			N
2.10 Individual instruction in humanities for accelerated skill development *		x	x		x	x			F
2.11 Indirect communication skill emphasis in philosophy **		x	x		x	x			N
2.12 Testing students for deficiencies in writing and speech **		x	x		x				F
2.13 New courses in Public Speaking for students whose pre-tests show deficiencies in writing and speech **		x	x			x	x		N
2.14 New courses in Basic Speech and Oral Interpretation for students whose pre-tests show deficiencies in writing and speech **		x	x		x	x			S
3.0 Social Science									
3.1 Seminars in social science for accelerated skill development		x	x		x	x			F
3.2 Team teaching in social science for accelerated skill development *	x	x	x		x	x			S

3.0 Social Science (continued)										
3.3 Individual instruction in social science for accelerated skill development *	x	x	x		x	x				S
4.0 Mathematics and Natural Science										
4.1 Seminars in mathematics for accelerated skill development *		x	x		x	x				F
4.2 Team teaching in mathematics for accelerated skill development *	x	x	x		x	x				S
4.3 Individual instruction in mathematics for accelerated skill development *	x	x	x		x	x				F
4.4 Seminars in natural science for accelerated skill development *		x	x		x	x				F
4.5 Team teaching in natural science for accelerated skill development *	x	x	x		x	x				S
4.6 Individual instruction in natural science for accelerated skill development *	x	x	x		x	x				F
4.7 Communication skill emphasis in arithmetic **	x	x	x							F
4.8 Indirect communication skill emphasis in natural science **		x	x							F
5.0 Student Activities										
5.1 Co-curricular "wholesome" recreation **	x	x	x				x			F
5.2 Co-curricular lyceum events **	x	x	x				x			F
5.3 Recreational and leisure counseling **	x	x	x			x	x			S
6.0 Health Services										
6.1 Provide basic health services	x	x	x							F
6.2 Provide fundamental health education for attitudes and knowledge necessary for good health	x	x	x			x	x			F
7.0 Counseling and Placement										
7.1 Personal counseling for satisfactory adjustment to college	x	x	x	x						F
7.2 Academic counseling for satisfactory adjustment to college	x	x	x							S
7.3 Assistance in exploring career options	x	x	x							F
7.4 Identify youth with financial and educational need and follow-up students to insure that they do enroll or assist them in other alternatives--employment, etc.		x	x						x	F

7.0 Counseling and Placement (continued)									
7.5 Provide counseling which assists students to successfully initiate, resume and/or complete their educational careers -- educational counseling	x	x	x						F
7.6 -- career counseling	x	x	x						F
7.7 -- socio-personal counseling	x	x	x						F
7.8 -- psychological analysis and treatment		x	x						S
7.9 Serve as a pool for the recruiting and counseling of, and tutorial services for, students from low-income backgrounds. Those with special interest not available from Voorhees will be referred elsewhere.		x	x						F
8.0 Library									
8.1 Provide trained leadership to assist the student in learning to take advantage of the library	x		x		x				F
8.2 Add learning resource center and curriculum laboratories	x	x	x						F
9.0 Financial Aid									
9.1 Employ substantial numbers of college students in the summer tutorial program through work-study		x	x						F
9.2 Through college work-study assignments to provide information and research to the on-going programs of community development		x	x						F
9.3 Through college work-study assignments to assist elementary and secondary students in recreational and educational projects		x	x						F
9.4 Through college work-study assignments to assist in early childhood education centers		x	x						F
9.5 Through college work-study assignments to provide staff leadership and supervision to organizations (such as Boy and Girl Scouts)		x	x						F
9.6 Identify qualified youth of financial and educational need and assist prospective students in securing adequate financial resources to attend Voorhees or an institution of their choice		x	x		x			x	F
9.7 Develop resources for part-time employment for post-secondary students as encouragement to return to school		x	x						F

10.0 Education and General Studies										
10.1 In physical development, teach students about the opportunities available for creative use of leisure time in athletic aspects	x	x	x		x	x	x			F
10.2 In physical development, teach students about the opportunities available for creative use of leisure time in nonathletic aspects	x	x	x		x	x	x			F
10.3 In-service teacher workshop for public school elementary and secondary teachers		x			x	x				F
10.4 Teach newer developments in reading in-service		x			x	x				F
10.5 Teach newer developments in math in-service		x			x	x				F
10.6 Teach newer developments in communication arts in-service		x			x	x				F
10.7 Teach newer developments in social science in-service		x			x	x				F
11.0 Tutorial Program										
11.1 Summer tutorial program for elementary and secondary students primarily in the Denmark area		x	x							F
11.2 Staff the summer tutorial program with a coordinator and professional teachers		x	x							F
11.3 Provide tutorial services from advanced students		x	x							F
11.4 Provide 40 hours/week professional tutoring from OEO/CSA staff	x	x	x		x					S
11.5 Identify qualified youth of financial and educational need and encourage them to complete secondary training		x							x	F
11.6 Identify qualified youth of financial and educational need and assist them in preparing applications and other forms or material required for admission to Voorhees		x								

Appendix IV

Description of Ranking AEP Objectives

1. DEAP drew from (a) the funded Voorhees AEP grant proposal for 1973-75, and (b) the continuation grant proposal for 1975-76, ten objectives for the AEP.

2. DEAP drew from the same two sources 82 activities of the AEP 1/.

3. Two independent raters, who had thorough knowledge of the of the AEP from all sources of information on the program, including a site visit (1.7), rated the relevance of each activity to each of the ten AEP goals.

4. The two sets of relevance scores thus assigned were compared. When an activity received ratings of high relevance to a goal (s) from both raters, a tally was made for that goal (s).

5. From the tally of number of relevant activities for each goal, a ranking of importance for the goals was determined. The goals with higher numbers of relevant activities were deemed by DEAP to be more important goals of the AEP. The ranking of the ten goals is shown in 3.2.

1/ *90 activities were drawn from the sources; however, seven of these were determined to be duplicates and another was unclear. The final 82 activities are shown by program area in Table II and Appendix III.*